

## Comprehensive Progress Report

**Mission:** Oakwood Elementary School’s mission is to nurture an environment that respects individual differences, promotes high achievement, and encourages each member of the entire school community to be active, lifelong learners.


**Vision:** It is our vision that all students will be successful at Oakwood Elementary.

**Goals:**

Oakwood students demonstrating grade level proficiency on 2022-2023 by meeting/exceeding growth in reading as measured by the Reading End of Grade assessments.

Oakwood will increase proficiency scores for reading on the 2022-2023 Reading End of Grade assessments by 10%. Oakwood will increase proficiency scores for math on the 2022-2023 Math End of Grade assessments by 10%.

Oakwood will increase the School Performance Grade from a D to a C.

 Activity in the last 12 months

! = Past Due Objectives      KEY = Key Indicator

Core Function:		Dimension A - Instructional Excellence and Alignment			
Effective Practice:		High expectations for all staff and students			
	A1.04	ALL teachers assess student progress frequently using a variety of evaluation methods and make appropriate curriculum adjustments based on results.(5085)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		Currently, teachers use exit tickets, progress monitoring with reading, use data dives to plan instruction, plans for reteaching are completed and students are reassessed, then teachers revisit data in additional data dives. Within iStation, students are progress monitored monthly, and from there the students are given individualized lessons based on needs (tiered instruction with interventions). Our District purchased the intervention tools for our county. We use MTSS when students are not performing at Tier 1 and MTSS generated research based interventions to use with Tier 2 & Tier 3 students. We develop PEPs for students who are struggling in specific areas. Flyleaf and Corrective Reading Groups help students who need additional support. Additional resources that will be used to provide strategic interventions for students in reading are Flyleaf and Ready to Rise (Foundations). All certified staff are being trained in LETRS. The information learned in LETRS will be used in classrooms in assisting in reading instruction and interventions.	Limited Development 10/07/2019		
<i>How it will look when fully met:</i>		All teachers are frequently using data to inform instruction and make adjustments as needed to ensure all students are showing growth.		Elizabeth Bradley	06/07/2023
<i>Actions</i>			0 of 6 (0%)		
	10/11/22	Teachers will receive training for Flyleaf and Ready to Rise. Teachers will look at data analysis for both to determine needs for interventions and added literacy time.		Elizabeth Bradley	06/06/2023
<i>Notes:</i>					
	10/7/19	Teachers will use performance based objectives and assessments to monitor the growth of all students.		Elizabeth Bradley	06/07/2023
<i>Notes:</i>					
	10/7/19	Teachers will use Istation to progress monitor math monthly to target specific needs for individual students and make appropriate adjustments to instruction.		Elizabeth Bradley	06/07/2023
<i>Notes:</i>					
	10/9/19	Teachers will use formative assessments continuously to gauge student understanding and adjust instruction such as exit tickets and progress monitoring.		Elizabeth Bradley	06/07/2023

*Notes:*

9/20/21 Teachers will utilize Amplify DIBELS activities to diagnose areas students are in need of added support and use the activities in small groups to assist students to become proficient readers.

Elizabeth Bradley

06/07/2023

*Notes:*

9/20/21 Students will receive ongoing regular progress monitoring in reading based on levels of MTSS intervention needed. Students well below the benchmark will be progress monitored at least every 10 days. Students below the benchmark will be progress monitored at least every 20 days.

Elizabeth Bradley

06/07/2023

*Notes:*

	A1.05	ALL teachers individualize instructional planning in response to individual student performance on pre-tests and other methods of assessment to provide support enhanced learning opportunities for students.(5086)	Implementation Status	Assigned To	Target Date
<b>Initial Assessment:</b>	Student learning plans are developed to meet individual student needs in order to address individual deficits using research based strategies. Progress monitoring is used to identify needed areas of differentiation and create flexible learning groups based on student need. The MTSS process is used to identify students with deficits and implement research based interventions to enhance their learning opportunities. Teachers use environmental modifications, including student choice of seating, inclusion of auditory instructional strategies, as well as utilizing strategies to reach other learning modalities. Teachers provide daily instruction for student mastery of the NC Standards and provide assessments to determine if enrichment, reteaching, or intervention is needed.	Limited Development 10/07/2019			
<b>How it will look when fully met:</b>	Teachers will individualize instruction in response to student pre-assessment to provide support and enhance student opportunities for learning. As part of tiered instruction for this year, teachers will use data sources from mclass, Eureka math assessments, common grade level assessments, district and state level benchmarks to determine needs of each individual student. Students in need of interventions will have plans developed as to how those needs will be met.		Elizabeth Bradley	06/07/2023	
<b>Actions</b>			0 of 5 (0%)		
10/7/19	The school counselor and teachers will collaborate on student achievement and needs to appropriately address sensory support, test taking skills, developing coping skills for student anxiety, plans to increase student self-control and productivity as needed.		Beth deAristizabal	06/07/2023	
<i>Notes:</i>					
10/7/19	Using the interventions based on data received from IStation math progress monitoring, teachers will provide students Individualized and/or small group instruction directly addressing student learning deficits.		Elizabeth Bradley	06/07/2023	
<i>Notes:</i>					
10/7/19	Teachers will focus on providing students with quality differentiated small group reading experiences using students individual data and suggested DIBELS/phonics activities.		Elizabeth Bradley	06/07/2023	

Notes:

9/20/21 There were large gaps documented for phonics/phonemic awareness based on beginning of the year assessments. Teachers will use Ready to Rise, Foundations, Flyleaf, and added time to literacy blocks and other phonics supports to individualize instruction for student needs for all grade levels.

Elizabeth Bradley

06/07/2023

Notes:

9/20/21 Oakwood will continue to utilize the MTSS model to provide individualized and differentiated instruction based on specific student data in each tier.

Elizabeth Bradley

06/07/2023

Notes:

**Core Function:**

**Dimension A - Instructional Excellence and Alignment**

**Effective Practice:**

**Student support services**

	KEY	A4.06	ALL teachers are attentive to students' emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary.(5124)	Implementation Status	Assigned To	Target Date
--	-----	-------	---	-----------------------	-------------	-------------

<b>Initial Assessment:</b>	<p>Our school offers many of the following programs. Our Back Pack Program offers supplemental food to at-risk students and low-income families over the weekend. Our school is utilizing the Positive Behavioral Interventions and Support program. We focus on a character trait each month that teachers highlight in their classrooms and the school counselor designs lesson plans to cover the character trait during weekly lessons. Some of the character traits are: respect, self-discipline, kindness, trustworthiness, perseverance, courage, etc. Teachers choose a Citizen of the Month from their classroom who has displayed the character trait of the month. These students are recognized at the end of the month, are given a medal and certificate and their pictures are shared with our community. Students can be referred to a counselor in multiple ways. Currently, our third through fifth graders partner with kindergartners through second graders as reading buddies. These classes meet once a month and share books, as well as discuss SEL topics and STEM activities.</p> <p>Post COVID, Oakwood continues to see the need to emphasize children's social and emotional needs and recognizes the link to cognitive development. Positive social and emotional health supports are still prioritized including self regulation to help students with attention to details, goal setting problem solving, and decision making.</p> <p>The counselor creates small groups to address social and emotional learning topics as appropriate.</p>	Limited Development 09/30/2016		
	Priority Score: 3                      Opportunity Score: 3	Index Score: 9		
<b>How it will look when fully met:</b>	All teachers will be aware/attune/and recognize supports to address students' emotional needs and the resources available to support those needs. Staff will be knowledgeable of and comfortable using the referral system for help from a counselor.		<b>Amanda Haney</b>	<b>06/08/2023</b>
<b>Actions</b>		<b>0 of 11 (0%)</b>		
9/20/21	Oakwood's instructional leaders, teachers and instructional personnel will be required to complete 6 hours of professional development in the areas of Introduction to Mental Health and Suicide Prevention.		Michelle Robinson	01/21/2023
<i>Notes:</i>				

9/20/21	Oakwood teachers will integrate instructional materials and social and emotional learning lessons to promote cognitive development.		Elizabeth Bradley	06/07/2023
<i>Notes:</i>				
9/20/21	Oakwood teachers will create learning environments utilizing CASEL evidence based social emotional practices for the classroom.		Michelle Robinson	06/07/2023
<i>Notes:</i>				
9/20/21	Oakwood teachers will utilize SEL strategies and engaging instructional practices to increase students' amount of attention, interest, curiosity, and positive social and emotional connections when learning by utilizing resources to improve student engagement and motivation.		Elizabeth Bradley	06/07/2023
<i>Notes:</i>				
10/12/22	Identifying students and assigning coaches.		Michelle Robinson	06/09/2023
<i>Notes:</i>				
10/18/16	Oakwood will continue to offer the Back Pack program.		Michelle Robinson	06/09/2023
<i>Notes:</i>				
10/18/16	The school counselor will continue to provide and conduct classroom lessons weekly.		Elizabeth Bradley	06/09/2023
<i>Notes:</i>				
10/18/16	Teachers and the school counselor will explain the character traits of the month. Lessons will be designed to teach students about the character traits. Teachers will choose Citizens of the Month. Students will be recognized.		Elizabeth Bradley	06/09/2023
<i>Notes:</i>				
10/18/16	A reading buddies schedule will be developed. Upper grade classes will be paired with lower grade classes to meet once a month and read to each other. Students share books as well as discuss SEL topics.		Amanda Haney	06/09/2023
<i>Notes:</i>				
10/3/16	Identifying students and assigning coaches.		Michelle Robinson	06/09/2023
<i>Notes:</i> Cardinal Coaches				
10/3/16	Oakwood has multiple avenues for referral to the school counselor.		Elizabeth Bradley	06/09/2023
<i>Notes:</i> This will be based on individual student referral when needed.				
<b>Implementation:</b>		10/23/2019		



<p><b>Evidence</b></p>	<p>10/23/2019 Oakwood staff have created an environment that nurtures students emotional and behavioral needs. Counseling schedules and behavior support records can be used to evidence the support provided by this objective is continued.</p>			
<p><b>Experience</b></p>	<p>10/23/2019 Students benefit from adult awareness and response to meet their emotional needs.</p>			
<p><b>Sustainability</b></p>	<p>10/23/2019 Oakwood continues to serve students through counselor support for whole classes, small groups, and individuals, providing mentors and cardinal coaches, working through self control and behavior intervention support, as well as proving school supplies and participating in the Backpack food distribution program. Outside support and resources are sought through social worker support and from other community agencies as appropriate. The support provided by this objective is ongoing.</p>			

	KEY	A4.16	The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level.(5134)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>			Before students enroll for kindergarten we conduct a pre-screening for incoming kindergarten students in the spring. The parents come in for an orientation for kindergarten while the student is being assessed by a teacher. The assessment information is used to help in the grouping of the students for kindergarten classes. A kindergarten orientation is held before the school year begins to inform parents of the expectations of kindergarten and for students to get familiar with the teacher and classroom before the start of school. Before school begins, we have an Open House event for all students and parents to come in to meet their teachers and familiarize themselves with the classroom.	Limited Development 10/03/2017		
<i>How it will look when fully met:</i>			Yearly, all students will participate in a "moving up" activity where they will visit the grade level they will be going to the following school year. During this moving up activity, students will meet next year's teachers and learn about the expectations of the following grade level, the content they will be learning and the activities they will be participating in. Parents will be invited to a transition night in the spring to meet teachers, learn about the curriculum and expectations of the grade level.  Information will be provided on the vertical alignment of content, grade level plans for the year (pacing guides), and plans for student support at the end of each year to be implemented at the beginning of the next school year.		Michelle Robinson	06/07/2023
<b>Actions</b>				<b>0 of 4 (0%)</b>		
10/3/17			In the spring, students will participate in a "Moving Up" activity. Students will move up to the next grade level for a period of time to meet the teachers, introduced to the curriculum and informed of the activities they will experience in the next grade level.		Michelle Robinson	06/07/2023
<i>Notes:</i>						
10/3/17			In the spring, a Transition Night event will be held for parents and students. Parents will be able to meet the teachers for the upcoming grade level, learn about the curriculum and expectations of the grade level and ask questions about the grade level. This will be ongoing since this is a necessity to involve parents in the next year's curriculum for their child.		Michelle Robinson	06/07/2023
<i>Notes:</i> The Transition Night was held and well attended by parents.						

10/3/17	Each year in the spring, our fifth grade students will take a trip to the middle school for a middle school orientation.		Michelle Robinson	06/09/2023
<i>Notes:</i> Students take the trip every spring to Dillard to have a tour and orientation.				
10/12/22	Oakwood teachers will participate in vertical alignment meetings which will include SEL/behavior supports, attendance, curriculum, and other supports as needed.		Elizabeth Bradley	06/09/2023
<i>Notes:</i>				

<b>Core Function:</b>	<b>Dimension B - Leadership Capacity</b>
-----------------------	--

<b>Effective Practice:</b>	<b>Distributed leadership and collaboration</b>
----------------------------	---

KEY	B2.03	The school has established a team structure among teachers with specific duties and time for instructional planning.(5143)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		All classroom and enhancement teachers, reading specialists and exceptional children teachers are given at least 40 minutes of common planning time daily.	Limited Development 10/17/2016		
<i>How it will look when fully met:</i>		All grade levels are meeting weekly in a professional learning communities and are submitting professional learning communities forms to the principal. Enhancement teachers and exceptional children teachers are also meeting weekly in a professional learning community and submitting forms. Classroom teachers and exceptional children teachers will be given opportunities to meet and plan for students with special needs on a monthly basis. Grade levels will meet in vertical professional learning communities, one grade level up and one grade level down, at least 3 times a year.		Elizabeth Bradley	06/07/2023
<b>Actions</b>			<b>0 of 2 (0%)</b>		
10/17/16		Grade level teachers will meet in a professional learning community once a week and submit a professional learning community form in which student needs are indicated, intervention plans are created as well as a plan for retesting as needed.		Michelle Robinson	06/09/2023
<i>Notes:</i>					
10/17/16		Dates will be set monthly for vertical professional learning community meetings and forms will be submitted.		Michelle Robinson	06/09/2023
<i>Notes:</i>					

Core Function:		Dimension E - Families and Community			
Effective Practice:		Family Engagement			
KEY	E1.06	The school regularly communicates with parents/guardians about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).(5182)	Implementation Status	Assigned To	Target Date
<i>Initial Assessment:</i>		We communicate with parents through our Thursday packets, literacy nights, focus meetings, Parent Teacher Student Organization meetings, Open Houses, REMIND, parent conferences, Facebook, website, mClass Home Connect, Alert Now, interim reports and report cards, Individualized Education Plan Progress Reports, and Individualized Education Plan meetings. We share the School Report Card upon its availability, and we ask parents to come to meet with the teachers to pick up report cards. We use surveys to seek parental input regarding our communication methods. We use the marquee in front of our school to share important events. We send home Home Connect Letters which give parents information of strategies to help their child at home with reading. For NC Check-In assessments for reading and science, parents also receive a report indicating areas of strength as well as areas of need.	Limited Development 10/17/2016		
<i>How it will look when fully met:</i>		We will continue with our current communication avenues to inform parents of school activities and learning opportunities. We will experiment with dates, times and locations in order to offer various information sessions to encourage greater parental participation. We will offer incentives for families to attend our events, and we will coordinate student involvement with information sessions. Teachers will keep a log of positive communications with parents. Parents will be knowledgeable and have resources provided to better assist their child in school. Home Connect Letters will be another level of communication with parents for resources in literacy (Grades K-5). Grades K-5 will communicate with parents in math with Istation math scores. Parents are also provided Parent Tip Sheets for Eureka Math to better assist in math work at home.		Mitch Stewart	06/07/2023
<i>Actions</i>			0 of 4 (0%)		
	10/17/16	Ask parents to complete a survey indicating the best dates and times for meetings. Once the surveys are complete, the school improvement team will review and use the responses to plan for information sessions.		Jennifer Coeburn	11/30/2019
<i>Notes:</i>					

10/3/17	Parent Nights will be held throughout the school year to inform parents of the instructional curriculum, accessing Power School, helping their child with homework, and informing parents of strategies for success in all content areas.		Michelle Robinson	06/09/2023
<i>Notes:</i>				
10/17/16	We are going to continue with our current communication avenues providing parents multiple avenues to communicate with parents such as REMIND, Class DOJO, phone calls, emails or in-person conferences.		Michelle Robinson	06/09/2023
<i>Notes:</i>				
10/17/16	Teachers will keep logs of positive communication efforts. Teachers will set a goal of reaching out to students' families with positive communication at least once a week.		Michelle Robinson	06/09/2023
<i>Notes:</i>				